

# The Needs of Model Management Learning of Mandar Ethnic Dance Educational Value to Grow Characters in Elementary School

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# The Needs of Model Management Learning of Mandar Ethnic Dance Educational Value to Grow Characters in Elementary School

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**Abstract**—The general purpose of this research was: (1) to find out the model of management learning needs for values ethnic mandarin dance in education; (2) to find out the effectiveness of management learning needs for values Ethnic Mandarin Dance in education after the experts validation. Specific targets achieved was the availability of learning models of the education values of the South Sulawesi Mandarin ethnic dance in elementary school, especially the value of dance education to growing the character of students, and the tools in the form (learning model of the value of Mandarin ethnic dance education). To achieve this targets, an R&D model was used where developed by Borg and Gall model designs with research and development steps, in which the study was devoted to the preliminary study stage as needs and content analysis. The results show that: (1) the value of education in Mandarin ethnic dance is needed to shape the character of elementary school students in Mandarin; (2) the design of the learning management model of the value of dance education Mandarin ethnic group includes: three steps learning planning; nine steps, learning implementation; three steps learning evaluation.

**Keywords**—management learning, ethnic dance, educational value, characters

## I. INTRODUCTION

Cultural Arts subjects and skills are basically culture-based arts education. cultural arts and skills education were given in schools because of the uniqueness, meaningfulness, and usefulness of students' development needs, which lies in providing an aesthetic experience in the form of expressing/creating and appreciating through an approach: "learning with art," learning through art "and" learn about art. " This role cannot be given by other subjects. (BSNP/Permendiknas 22/2006). The aim of character education is to improve the quality of education itself to create people who are intelligent, creative, fluent and have a positive personality in order to be able to manage and take a role in building a dignified nation.

The main problem in the field of education is the problem of national identity. With the swift flow of globalization feared national culture, especially the local culture began to erode. In order to maintain the existence of local culture, it is necessary to maintain the local culture. The phenomenon in the field is that teachers and students in

elementary schools do not understand the ethnic dance of the local area and are even characterized by a lack of interest and attention of elementary school children in the field of dance, thus making vigilance to uplift and preserve local ethnic dance. The effort that needs to be done is to apply the value of dance education to become an integrative part of learning in elementary schools. Ethnic dance is a culture that is owned by a region and reflects the social condition of the community in its area, one of which includes local ethnic culture including dance in Mandarin, West Sulawesi.

Cultural Arts and Skills Education are multilingual, multidimensional, and multicultural. Multilingual means developing the ability to express themselves creatively in various ways and media such as visual language, sound, motion, role, and various combinations. Multidimensional means the development of various competencies including conception (knowledge, understanding, analysis, evaluation), appreciation, and creation by harmoniously integrating aesthetic, logical, kinesthetic, and ethical elements. The multicultural nature of the meaning of art education fosters awareness and ability to appreciate the diverse cultures of the archipelago and abroad. This is a form of forming a democratic attitude that enables a person to live in a civilized and tolerant manner in a pluralistic society and culture (BSNP / Permendiknas 22/2006).

Arts and culture education and skill had play a role in the personal formation of harmonious learners by paying attention to the child's developmental needs in achieving multi-intelligence consisting of intrapersonal intelligence, interpersonal, spatial visuals, musicals, linguistics, mathematical logic, naturalists and adversity intelligence, creativity intelligence, spiritual intelligence and moral, and emotional intelligence. Traditional art is a cultural product that is vulnerable to the onslaught of foreign cultures. Traditional art is ultimately born as entertainment. People who need entertainment will flock to traditional arts performances, so it's not surprising, every time a traditional art performance is held, hundreds of people will gather to watch.

Wardhana [2] states that dance is an aesthetic expression in motion with the media of the human body. According to Soedarsono [1] as Wahira [3] state that dance is an

14 expression of the human soul which is expressed through beautiful rhythmic movements. Specifically, dance is the expression of body movements through the head, hands, and feet with the inspiration of *wirasa*, *wiraga*, and *wirama* and gives rise to beautiful expressions of motion. A psychiatrist said that dance is a statement of the instigative force of a muscle about a feeling or in other words dance is the work of a human sense of channeling through the Crawky, as Sedyawati state [4]. McNeil Dixon, a dancer, said that dance is a soul dialect. In other words, dance is the psychological values that appear in the McNeil Dixon movement style [5].

When formal and informal education pathways are problematic in internalizing values, or neglecting the affective domain of students, then as a medium of non-formal education has tremendous potential to have a huge opportunity to internalize the affective world which is the goal of marginalized and hegemonic learning when managed and used effectively and efficiently. Traditional folk dance is a representation of the local wisdom of each region.

In addition, traditional dances, there were positive values of popular culture. The feeling of love for nature, the spirit of mutual cooperation, faith education, and the source of the people's economy are portrayed dynamically through a combination of movement and distinctive music. Unfortunately, traditional dance tends to become extinct. This is because of the lack of public awareness of the region's potential.

Learning management can be defined as an attempt to intentionally manage (learn) the learning environment so that a person learns to behave in certain conditions. So, learning management is limited to one school management element, while education management covers all components of the education system, even reaching the system broader and larger regionally, nationally, even internationally [6]. The learning process contains two activities, namely learning and teaching. Learning is often defined as a change in action through the activity of organizing or managing the environment as well as a possible so as to create opportunities for students to carry out effective teaching and learning process.

Learning management is a process in which there is an interaction between the teacher and students and reciprocal communication that takes place in an educative situation to achieve learning goals. The substance of learning consists of teachers, students and the curriculum that is the reference in the learning process. Indonesia needs adequate human resources in quantity and quality as major support in development. To fulfill these human resources, education has a very important role. This is in accordance with Law No. 20 in 2003 concerning the National Education System in Article 3, which states that national education functions to develop abilities and shape the dignified character and civilization of the nation in order to educate the lives of the nation. National education aims to develop the potential of students to become faithful and fearful people to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Based on the functions and objectives of national education, it is clear that education at every level, including at school must be organized systematically to achieve these goals.

Based on the above background, the research problems are: (1) How is the form of learning management model needs of Mandar ethnic dance education values; (2) How is the form of a learning management model design of effective Mandar ethnic dance education values after expert validation.

## II. METHODOLOGY

4 This research was used research and development (R&D) development methods. This approach was chosen R & D because it was a research method used to produce or develop certain products and test the effectiveness of these products [7]. The research phase developed are: (1) the preliminary study stage as a needs and content analysis, (2) the development stage as design, development, and evaluation.

Preliminary studies. This stage was carried out activities: (1) needs analysis of sub-subject matter and learning process for the development of learning models of Mandar ethnic dance education values in elementary school; (2) source book analysis to find the conceptual basis for developing Mandar ethnic education dance models through the management of cultural arts learning and skills in elementary school; (3) analysis of the value of education in Mandar ethnic dance; (4) compile a draft education value on the Mandar ethnic dance of West Sulawesi.

Development and Evaluation. This development phase was carried out with activities including: (1) drafting of a learning model for learning the value of Mandar ethnic dance learning, and the preparation of the textbook material for Mandar ethnic dance education; (2) Consultation between experts and practitioners; (3) model validation, and textbooks for experts and practitioners.

The research subjects were elementary school teachers and students in several Mandar regencies in West Sulawesi. The location of the study was carried out by Majene Regency, West Sulawesi. Types of data sources, namely primary data sources and secondary data sources. The primary data source in question is a data figure, teacher of dance art subjects, while the secondary data source is a data source that supports the research, namely the teacher principal, part of the curriculum and infrastructure, TU, students and school committees, cultural services, and West Sulawesi Tourism.

Techniques data of collection that will be used in research conducted in accordance with the orientation of the data sources, namely: (1) Observations relating to the learning process of dance in the classroom include the activities of teachers teaching learners, methods used, media used, results achieved by students and factors that support and inhibit the learning process of cultural arts, especially dance; (2) Individual, open and guided interviews, namely interviews conducted by interviewers with respondents teachers, school committees; (3) Documentation of Learning Implementation Plans (RPP), Syllabus, and student achievements. Researchers also use cameras to take pictures related to dance learning.

Data analysis was an attempt to systematically searching and organize records of observations, interviews, and others to improve researchers in the understanding of the cases studied and present as findings for others [9].



### III. RESULT AND DISCUSSION

#### A. The Needs for Learning Education Value of Learning Model for Mandar Ethnic Traditions

The results of the needs study for a learning model of learning management of Mandar Ethnic dance education found four findings, namely: (1) The needs for a learning management model; (2) the needs for the value of the Mandar ethnic dance education character; (3) textbooks on the value of Mandar ethnic dance education; (4) the needs for Mandar ethnic dance CDs. Each recapitulation item of this finding can be seen in the description below the table and the histogram (Figure 1).

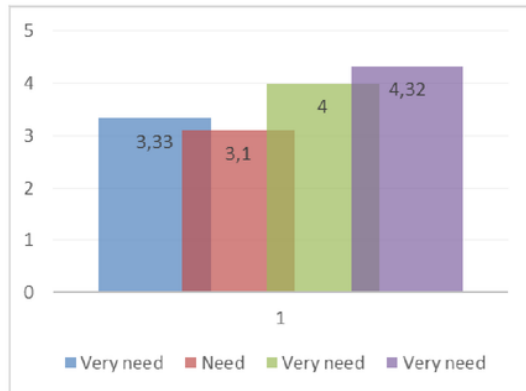


Fig. 1. The needs of learning model of Mandar Ethnic Dance of education value

In the indicator above, the needs for learning management mode for the educational value of Mandar ethnic dance, the average score of 3.33 categories very needed. In the indicator of the results of the need for answers, the form of the educational character value of the Mandar ethnic dance average score of 3.10 categories very needed.

In the need, indicator textbook education value of the Mandar ethnic dance average score of 4.00 categories very needed. In the CD demand indicator, the Mandar ethnic dance score averaged 4.32 categories in desperate need. In general, the mean score of 3.93 will be the learning management model of the educational value of Mandar ethnic dance in the category of desperate need.

The results of this study can illustrate that elementary school teachers in Majene Mandar Regency, West Sulawesi are in desperate need of a learning model of learning the value of Mandar ethnic dance education to growing up the character of students in elementary schools. These results can be seen from the results of questionnaires given to elementary school teachers, the results of this study are strengthened by the results of observations and interviews with teachers, and principals. Planting the value of Mandar ethnic dance education for students in elementary schools provides a learning process that can show the ability and existence of students in the process of attitudes and knowledge.

The results of this study were in accordance with the opinion [10]. that learning management was as a design that draws on the process of detail and the creation of environmental situations that allow students to interact so

that changes or developments occur in students. Learning models can be classified based on learning objectives, syntax (pattern of sequence) and the nature of the learning environment. An example was learning the value of dance education, a good learning model if it can help students learn basic values and norms that must be understood in the life of a particular in society.

#### B. Preliminary Design for The Development of Learning Model of Dance Values Learning in Ethnic Mandar Traditions in Elementary Schools

Model of Learning Management Dance of Ethnic Tradition of Mandar West Sulawesi in Growing up Character of Students in Elementary School

Planning of Value of Learning	Character Value Learning for Mandar Ethnic Dance (9 Program)	Evaluation of Value of Learning
1. Model 2. Lesson Plan 3. Text Book 4. CD for Ethnic of Mandar	1. Cooperation 2. Communication 3. Perseverance 4. Discipline 5. Fortitude 6. Unity 7. Patience 8. Populist 9. Heroism	1. Attitude 2. Knowledge 3. Skill

Fig. 2. Model of learning management dance of Ethnic Tradition Mandar West Sulawesi in growing up character of students in elementary school.

The learning management model of the educational values of Mandar ethnic dance in increasing the character of students in elementary school was divided into three stages: the value of learning planning, the value of learning implementation, and value of learning evaluation.

1. Values of learning planning of Dance Education Mandar Ethnic Traditions Planning is defined as the process of compiling the learning tools of the value of Mandar ethnic dance education which includes, models, textbooks, lesson plans, dances which will be carried out at certain times to achieve the goals.
2. Values of learning implementation of Mandar Ethnic Dance Education. The implementation of learning is defined as learning activities carried out using approaches, strategies, methods, and media. The learning of value learning is done by applying the educational values that exist in Mandar ethnic dance, namely: (1) Cooperation; (2) Communication; (3) Perseverance; (4) discipline; (5) fortitude; (6) patience; (7) unity; (8) populist; (9) heroism.
3. Values of learning evaluation of dance education in ethnic traditions in Sulawesi. Learning evaluation aims to find out the completeness of students in mastering basic competencies. Evaluation of the application of dance education values, namely: (1) evaluation of attitudes; (2) evaluation of knowledge, and; (3) evaluation of skills. From the results of the evaluation, it can be known which basic competencies, which material, or which indicators have not yet reached completeness.

The design of the Education value learning management model for the character of the Mandar ethnic dance was one of the forms of preservation of regional cultural values that

are full of historical values and philosophical messages, such as aspects of ethics, spiritual, moral, and social aspects of the region's people (Padalia, 2015). The formation of the personality of students in elementary schools needs to be done through the designation of the educational values of ethnic dance in the local area, especially in areas that have a purpose as a form of the existence of traditional ethnic dance learning in schools in shaping the learning process that is fun, creative, communicative, and aesthetic.

The results of the research in the development of value learning management model Education of Mandar ethnic dance was the existence of traditional dance art concepts in the Mandar region of West Sulawesi, towards the formation of students' character in elementary schools, and one of the ways in developing learning of regional values in shaping the character of students in elementary schools in full. This is in accordance with the **6**rocess Standards (PP No. 19 article 19 of 2005) stated that the learning process in the education unit is organized interactively, inspiratively, fun, challenging, motivates students to actively participate, and provides sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students.

#### IV. CONCLUSION

The results of this research are: (1) The needs for a management model of learning the value of education in Mandar ethnic dance required to teachers in Mandar to growing up the character of students in elementary schools;

and (2) The design of the learning model resulting from expert validation begins: planning the learning of values for three-step Mandar Ethnic Dance education; implementation of learning values of nine-step Mandar Ethnic Dance education; evaluation of learning values of three-step Mandar Ethnic Dance education.

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